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ABSTRACT

This summary describes events transpiring at 12 regional forums sponsored by the Department of Education after the publication of the National Commission on Excellence in Education's final report, "A Nation at Risk." Attended by over 10,000 participants, the regional forums established the context for a national understanding of the significance and potential of the Commission's report. After the first section's brief introductory message from Secretary of Education Terrel H. Bell, section 2 of the report provides statistical data and descriptions of the regional forums. Section 3 reports participants' perceptions of major issues such as improving the teaching profession, establishing standards and expectations, and clarifying roles and responsibilities. Section 4 reprints samples of forum news coverage, and section 5 presents the programs of all 12 regional meetings. (RH)

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U.S. DEPARTMENT OF EDUCATION

Report by the Secretary on the Regional Forums on Excellence in Education

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December, 1983

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I. A MESSAGE FROM SECRETARY BELL

THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

December 6, 1983

It is with the greatest pleasure that I welcome you to the National Forum on Excellence in Education and present you with this summary that depicts in capsule form what transpired at 12 regional forums the Department of Education sponsored over the last several months since publication of *A Nation At Risk*. As you know, our meeting in Indianapolis is the culmination of those forums. In this context, I would briefly like to sketch the events that have brought us all together here this week.

When I came to head the Department of Education in 1981, I knew that serious questions had to be asked about the quality of education in America. Since colonial days we have relied on education to preserve and protect our freedom, our values and our heritage. As we developed and expanded, our unique commitment to universal education transformed a diverse population rooted in a new land into the bravest and strongest nation on earth. Indeed, our skilled and enlightened citizenry twice in this century kept civilization from being overtaken by forces of despotism and tyranny. In recent years, however, too many of us have failed to recognize that our unique position in the world was being threatened—even after signs of trouble began appearing in the very bedrock of our society, that is to say, in our schools.

Information reaching my desk caused me serious doubts as to the extent our educational institutions still measured up. Did we have the capacity to compete successfully, not just in the event of military aggression but in the marketplace of this "global village" in which we now live? And to what degree did our citizens have access to an education that would equip them with the skills and help develop the thought processes that would allow the thrill of learning and discovery and a life-time opportunity for personal growth?

To get informed answers to these and similar questions, with the approval of the President I created the National Commission on Excellence in Education and charged its members to take the country's educational pulse. I asked them to give particular attention to the secondary school where, it seemed to me, the problems were most acute.

The rest is history.

Last April, *A Nation At Risk*, the Commission's report, burst upon the country like a summer storm. In the words of *The New York Times*. "It . . . brought the issue to the forefront of political debate with an urgency not felt since the Soviet satellite shook American confidence in its public schools in 1957."

To be sure, I was hardly alone in my interest and concern about American education. Others in academia and in the public arena were training their sights on the issue and in recent months we have had a number of publications that shed more light on the problem. We are making available to participants of these sessions copies of materials that compare and contrast the findings of the National Commission and of other groups and researchers such as the Twentieth Century Fund, the Carnegie Foundation for the Advancement of Teaching, the Education Commission of the States and a special commission of the National Science Board.

As thorough as was the media attention to the Commission's report, we felt we could not leave to chance dissemination of the Commission's vital message. And so we undertook responsibility for carrying that message abroad in the land. Less than three weeks after the release of *A Nation At Risk*, on May 13, 1983, the first in a series of public forums on the issue of attaining excellence in education was held at Michigan State University. Over the next five months, eleven more forums hosted by local institutions took place in every region of the country, involving every State. These forums attracted over 10,000 people. They enabled those most directly responsible for education to hear first hand from me, from the Under Secretary and other colleagues at the Federal level, and from Commission members themselves about the Commission's assessment and what the report recommended for improving the diverse education systems of this country.

Participating in these sessions was a very gratifying experience. Indeed, if the recommendations of the Commission have captured the imagination of the American people—and I believe they have—and if these recommendations take hold and transform our system—and I believe they will—substantial credit must be given to the regional forums. For by encouraging the debate to continue, they have ensured the report of the Commission will not die a quiet death as have many worthy reports of the past. These "town hall" sessions have afforded an opportunity for people throughout the land to meet on an issue of central importance to our survival as a nation. They have agreed and disagreed. They have argued, raised issues and sought solutions. To paraphrase the words of one participant in a small group session at the first forum, "This report is not just talking to teachers, it's talking to us as citizens." It is that sense of ownership, ultimately, that will translate the recommendations into actions.

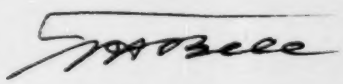
Though we had a story to tell and wanted it known by the widest possible audience, we did not organize the forums only to be heard. We went to listen. The forums constituted a platform from which the people who work in the schools and colleges, State education officials, State legislators and Governors, business leaders, parents and other private citizens could both react to the Commission report and other reports and share information about their thoughts and actions to turn education

around in their own States and school districts.

If I was concerned about our schools and frankly somewhat pessimistic about the commitment to education before the Commission did its work, my trips in connection with the forums have given me cause for optimism. Nowhere did we hear a defense of the status quo. Nowhere did panelists or participants indulge merely in scapegoating. Rather, everywhere we encountered an eagerness to get on with the work of reform. And everywhere we heard State and local decision makers describe plans for reform—plans that took many shapes. I felt, as the forums proceeded, people had shaken off the malaise of the past and were laying a new foundation for educational improvement with confidence and vision. So rich in number, scope, and variety are the stories and the data we have gathered on what is taking place around the country in terms of educational renewal that I want to share with you the most recent collection of this information my staff has assembled. You will find it among the materials being made available to forum participants.

And now the regional forums are concluded. On the eve of the new legislative sessions, we are gathered at a *national* town hall meeting, if you will, to carry forward the momentum. We have come as concerned Americans—to pool our collective wisdom and to share our ideas and experiences. It is my fervent hope that together we can roll up our sleeves, enjoy a stimulating exchange of views and emerge with a division of labor in the enterprise of education reform that is mutually satisfying and judged to be in the best interests of the country. Ideally, this convocation should better equip each of us to return to our respective spheres galvanized for action and to better understand what it is we have to do to make a difference—for now, and for future generations of Americans.

The year which begins in just one month, 1984, for over a generation has been viewed with foreboding, as symbolizing a time of defeat and despair. But we must not be bound by that perception. Through our work over the next few days and then back home on the job, we can have the year remembered instead as inaugurating an enduring season of hope and optimism. Indeed, I would like you to join me in making 1984 the year of national renewal through education. Let us work together. And let us go on talking to one another as we shall talk over the next few days, to make sure we do what is right and necessary. But above all, let us together with our colleagues, fashion the plans and *move on vigorously to action—to pass the legislation, to adopt the policies, to develop the programs* — by which this Nation will achieve excellence in education once again.



T. H. Bell

The regional forums provided the context for a national understanding of the full significance and potential of *A Nation At Risk*. The remaining sections of this report describe the forums by providing statistical and other descriptors (Section II), statements drawn from the transcripts (Section III), excerpts from newspaper articles (Section IV), and the full program of each forum (Section V).

II. DESCRIPTIONS OF THE REGIONAL FORUMS

PURPOSE

The forums were designed as a primary vehicle—

- to carry the urgent message of the National Commission on Excellence in Education to the American people and to listen to their response;
- to encourage action for reform at the local and State level;
- to learn what reform efforts were already underway that could possibly serve as models for others; and
- to help define an appropriate Federal role.

CHARACTERIZATIONS

The forums were—

Timely — The first took place less than three weeks after the release of the report; all 12 were concluded within five months.

Accessible — They were held throughout the country—in New England, the South, the Southwest, the Mid-West, and the Pacific Coast.

Bipartisan — This was duly noted by Governors, Congressmen, State legislators, mayors, and other elected officials who attended.

Broad-based — Care was taken to invite and alert all those involved in education, including teachers, public officials, and parents.

Constructive — Participants and those in attendance were genuinely attentive to one another, listening to what each had to contribute by way of insights and ideas.

Unifying — All forums stressed the collaborative nature of education reform. The necessity for creative partnerships to achieve excellence in education was sounded repeatedly by participants.

Activist — Reflecting the urgency of the report, there was an eagerness by school officials, community and business leaders, and the general public alike to "do it now," to redouble efforts and build upon earlier reforms and to create new initiatives.

Popular _____ Enthusiastic press coverage, the scheduling of the forums, and generous leave policies for school personnel made for packed houses.

SOME FACTS ABOUT THE FORUMS

Program Format

- The initial forum (at Michigan State University) featured Secretary Bell's challenge to the States, localities, and the academic community to act on the recommendations of the report.
- The remaining 11 forums adopted a *panel* format to focus discussion and to represent major professional and political constituencies.
- Opportunities for wide participation included:

  Questions and Answer Sessions (at 11 forums) — These were chaired by Secretary Bell in all sites except Wichita, where Under Secretary Jones served as chair. Commission members were respondents as well.

  Discussion Groups (at 5 forums) — Leaders included Under Secretary Jones and members and staff of the National Commission on Excellence in Education.

Representation

- **Over 10,000 people from 50 States attended the regional forums.** Their backgrounds, occupations and perspectives varied widely across the educational spectrum. Attendees ranged from locally elected officials to Governors, from private school personnel to public secondary school students to State university deans, from parents to representatives of national associations.
- **Over 200 individuals acted as presenters and/or panelists.** The composition of this group reflected the diversity of the audience, spanning the entire range of decision makers and practitioners in education. Superintendents, PTA members, teachers, local government officials, board members, business representatives, and higher education personnel appeared on panels at the forums.
- The Secretary of Education attended all 12 forums; the Under Secretary attended 10 and the President of the United States, two.

WHAT WAS LEARNED

Although each forum had a character of its own, generally panelists and participants echoed common concerns, ideas, and sentiments. Some of the trends and conclusions from these reforms respond to the "what," "who," and "how" of education reform:

What are some of the reforms being considered?

- There is growing emphasis on the basics and on rigorous academic requirements. Electives are being reduced.
- All over the Nation, support exists for tougher promotion and graduation standards.
- There is an effort in all regions to use time more efficiently, independent of any further actions to lengthen the school day and year.

- There is keen awareness that something needs to be done to improve teacher pay and working conditions, and an openness to the range of examples presented and suggestions prescribed.
- The recommendations of the Commission report have been received as a stimulus, not a rigid formula for improvement. In developing plans and strategies for improvement, State and local practitioners are being guided not only by *A Nation At Risk* and other reform literature, but by their creative responses to the particular needs of their own communities.
- There is a key role for higher education in upgrading the quality of teachers and in working with States and localities to design incentive pay schemes that will attract and hold the best.
- Thoughtful people reject elitism in reform ideas and contend the Nation must pursue the goals of both excellence and equity.

Who is furthering the reform movement?

- The general public, not just the education establishment, is responding to the challenge of the report.
- There is a groundswell of action for reform in virtually every State. State and local leaders are taking the initiative in promoting reforms. The Federal Government is encouraging, but not directing, this movement.
- No one has a monopoly on reform. Governors, legislators, and parents have joined teachers, school boards and other citizens in promoting excellence.

How will reforms be achieved?

- People feel strongly about retaining local rights and responsibilities but are appreciative of the Federal concern and leadership which the report manifests.
- Reform ultimately will cost money, but citizens seem willing to reassess priorities and, if necessary, provide additional funds if they can be assured schools will be improved.

PROFILES OF THE REGIONAL FORUMS

SITE AND DATE	STATES REPRESENTED	KEY ACTIVITIES	COMMENTS
Michigan State University East Lansing, Michigan May 13, 1983	IL, IN, MI, OH, WI	Major addresses by Secretary T. H. Bell and Gov. Lamar Alexander (R-TN); Remarks by Excellence Commission members; Discussion Groups led by MSU Institute for Research in Teaching representatives and Excellence Commission members.	Secretary Bell presented his first formal reaction to *A Nation At Risk* in an address entitled "Some Thoughts on a Strategy for Attaining Excellence in American Education." Gov. Alexander's speech described the proposed "Better Schools Program" for Tennessee.

PROFILES OF THE REGIONAL FORUMS, CONTINUED

SITE AND DATE	STATES REPRESENTED	KEY ACTIVITIES	COMMENTS
Hopkins Eisenhower Community Center Hopkins, Minnesota June 9, 1983	IL, MN, MT, ND, SD, WI	Local, State and Federal Panels; Question and Answer Session with Excellence Commission members, chaired by Secretary Bell.	President Ronald Reagan joined the Federal Panel in discussing the role and responsibilities of the Federal Government in responding to the recommendations of *A Nation At Risk*. Other distinguished guests included Gov. Ted Schwinden (D-MT) who participated in both the State and Federal Panels, and Gov. Rudy Perpich (D-MN).
West Mesa High School Albuquerque, New Mexico June 23, 1983	AZ, NM, OK	Educator and Public Policy Maker Panels; Discussion Groups; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	Participants included Gov. Toney Anaya (D-NM) and Overton James, Governor of the Chickasaw Nation who joined the Educators' Panel.
University of Utah Salt Lake City, Utah June 24, 1983	CO, ID, UT, WY	Educator and Public Policy Maker Panels; Discussion Groups; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	Participants included Sen. Orrin Hatch (R-UT), who gave a presentation, and joined the Excellence Commission members in the Q & A Session, Gov. Scott Matheson (D-UT) and Rep. Howard Nielson (R-UT) who appeared with the Public Policy Panel.
Pioneer High School Whittier, California June 30, 1983	CA, HI, NV	Local, State and Excellence Commission Panels; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	President Reagan presented the first Excellence in Education Flag and Plaque to Pioneer High School, a winner in the Department of Education's Secondary School Recognition Program. President Reagan joined the Local Panel in discussing the role and responsibilities of localities in implementing the recommendations of *A Nation at Risk*.
Northwest High School Wichita, Kansas July 26, 1983	IA, KS, MO, NB	Local, State and Excellence Commission Panels; Discussion Groups; Q & A Session with Excellence Commission members, chaired by Under Secretary Gary Jones.	Intense media coverage included a special television program preceding the forum, a complete reprint of *A Nation At Risk* in the local newspaper, and live satellite coverage of the forum. Participants included Gov. John Carlin (D-KS) who took part in the State Panel.

PROFILES OF THE REGIONAL FORUMS, CONTINUED

SITE AND DATE	STATES REPRESENTED	KEY ACTIVITIES	COMMENTS
Deering High School Portland, Maine July 29, 1983	CT, MA, ME, NH, NY, VT, RI	Governors', Local, State and Higher Education Panels; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	Hosted by a winner in the Secondary School Recognition Program, the forum featured a Governors' Panel composed of Gov. Lamar Alexander (R-TN), Gov. John Carlin (D-KS), and Gov. Richard Snelling (R-VT). Gov. Joseph Brennan (D-ME) also participated in the forum.
University of Pennsylvania Philadelphia, Pennsylvania September 20, 1983	DC, DE, MD, NJ, OH, PA	Local, State and Higher Education Panels; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	Guests included Gov. Thomas Kean (R-NJ), and Gov. Pierre du Pont (R-DE). College/university presidents—Richard Berendzen (American University), Nolen M. Ellison (Cuyahoga Community College), Sheldon Hackney (University of Pennsylvania), and Peter Liacouras (Temple University)—appeared as panelists on the Higher Education Panel.
University of Georgia Athens, Georgia September 23, 1983	AL, FL, GA, MS, SC	Local, State and Higher Education Panels; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	Topics included role of higher education in establishing standards and expectations, and the historic role of black colleges.
Robinson Middle School Kingsport, Tennessee September 30, 1983	KY, NC, TN, VA, WV	Incentive Pay, Local, and State Panels; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	Forum featured a discussion on incentive pay, in which Gov. Alexander (R-TN) participated, and which treated the merit pay and master teacher concepts.
Lindbergh High School Renton, Washington October 3, 1983	AK, OR, WA	Local and State Panels; Discussion Groups; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	Under Secretary Jones and attending Commission members led 11th and 12th grade humanities classes in discussions to assess and address student reaction to *A Nation At Risk*.
High School for the Performing and Visual Arts Houston, Texas October 14, 1983	AR, LA, TX	Local, State and Higher Education Panels; Q & A Session with Excellence Commission members, chaired by Secretary Bell.	Extensive coverage of the forum by the media included live satellite broadcast of proceedings, and special television programs examining issues raised at the forum.

. . . [T]he American people are saying they're not that satisfied, and they want to bring about some positive and pretty dramatic and radical change. And I think if we spend too much time defending what we're doing, as good as I feel about it, that we are going to miss the greatest opportunity in the history of American education to bring about a lot of change.

— Jay Robinson, Superintendent of Schools, Charlotte-Mecklenburg, North Carolina

III. PARTICIPANTS' PERCEPTIONS OF MAJOR ISSUES

From Maine to California, from Minnesota to Texas, the forums generated discussion, debate, and excitement. In the old New England tradition of the town meeting, parents, educators, business leaders, and government officials responded to the challenge to work toward making excellence in education a reality for all students. What were their thoughts, their reactions, some of their plans for the future? We get some sense of this from statements made at the forums.

IMPROVING THE TEACHING PROFESSION

The quality of our schools is dependent upon the quality of the practitioners responsible for the learning process from day to day. The need for this focus in reform deliberations was expressed in the following way at the forum in Athens, Georgia:

We need to look at the profession. We need to look at our personnel practices, and we need to ask ourselves what changes we can make so we can draw more of the academically able young people on this campus [University of Georgia] and on other campuses into teaching. We have to compete in that marketplace for teachers and we're simply not doing that.

—T. H. Bell, Secretary, U. S. Department of Education

Economics was recognized as being at the heart of much of the problem of attracting and retaining the best minds in the field. Panelists spoke with authority and from experience about the realities as they observed them:

Education is a profession, albeit, a maturing profession. It is not a second income undertaking. . . .

—Donald Robinson, Dean of Education, Oklahoma State University

Last week, I recommended the finest science teacher I have ever known to become a high school assistant principal. He didn't want to become a high school assistant principal, but he was making $17,000 a year, and we paid him $27,000 a year [to be an administrator]. But he has a freshman entering [college] and he could no longer teach.

—Alton C. Crews, Superintendent, Gwinnet County Schools, Georgia

I think the quality of the educators is going to have the most serious and the greatest impact on the quality of education... I happen to believe that a system that does not reward good work or punish poor will never be a quality system, particularly in the era in which we live today.

—Gary L. Sherrer, Senior Vice President,
Fourth National Bank and Trust, Wichita, Kansas

Strategies for addressing deficiencies in professional pay and status were discussed in virtually every forum and touched on the issues of merit pay, career ladders, basic compensation, recognition, and the cooperation of teachers in developing alternatives to a single salary schedule.

No State public school system today pays one teacher one penny more for doing a good job of teaching. That is going to have to change.

—Lamar Alexander, Governor of Tennessee

What can we do to improve the condition of teaching in this country? Well, among other things, we can tell our teachers more than we've been telling them how much we appreciate them, how important they are to us and how crucial they are to the future of our nation.

—T. H. Bell, Secretary,
U. S. Department of Education

Two years ago we moved to change while there was time. We needed to replace [departing] teachers with those of equal or better caliber. We had the involvement of the teachers from the beginning. Without their support we would not have had success. We developed a plan to meet our needs. We did not use a "canned" approach.

—Jay Robinson,Superintendent,
Charlotte-Mecklenburg Schools, N. C.

Bread and butter issues were not the only ones raised in this topic area. Listeners were reminded that more than financial problems need to be addressed in making the profession more appealing. In the words of a panelist at the Kingsport forum,

Teachers could solve the education problems if others did the non-teaching chores.

—Joyce Dotson, Teacher,
Southside Elementary School, Shelbyville, Kentucky

There was frequent discussion of how teachers should be trained and how the approach of schools of education might be modified. One panelist at the Philadelphia forum opined:

Those of us in higher education... must prepare [teachers] properly. That is going to mean a careful reexamination of our schools of education. Some of those schools probably should be abolished; others should be strengthened; still others should merge with the other academic pursuits, stronger than in the past.

—Richard Berendzen, President, American University

The debates were lively and there were strong indications that all facets of this subject would continue to be worked on intensively by the States and localities and by the higher education community over the coming months.

STANDARDS AND EXPECTATIONS

The first three major recommendations of the Commission called upon schools and colleges to ask more of the students—to raise their high school graduation and college admission requirements, to challenge them with regular testing and quality instructional materials, and to have them spend more time in school. These recommendations were often hotly debated. Certainly no recommendation was more controversial than the one calling for a longer school day and a longer school year. One panelist spoke for many in attendance when he said,

> *On the section regarding time, the report recommends consideration of a seven hour school day as well as a school year which would consist of 200-220 days. Perhaps this is a step in the right direction, but I believe that we first must implement recommendations regarding the management, improved organization of the school day, and improved time on task for students. After improving these areas, then we ought to look at the longer school day and perhaps a longer academic year.*
>
> —Robert Peebles,
> Superintendent of Schools, Alexandria, Virginia

Occasionally, debate suggested that at least some readers had misunderstood to whom the recommendations applied, believing for example, that "the New Basics" were intended only for the college-bound. The following illustrates how two Commission members sought to correct this misapprehension.

> *I think we say in very clear language that we want to develop the potential of every American child. I, for one, would not have stood for elitism in this report.*
>
> —Jay Sommer, 1981 National
> Teacher of the Year and Commission Member

> *I definitely do not feel a youngster who has had one year of math by the time he finished ninth grade has had enough to last him the rest of his life. . . . The same goes for biology and other sciences because today's high school students will face complex medical and environmental issues when they become adults. I don't think we can say those dioxins in Times Beach, Missouri, will only affect the college bound.*
>
> —Emeral Crosby, Principal,
> Northern High School, Detroit, Michigan and Commission Member

But this clarification underscored the issues, posed many years ago by John W. Gardner, of whether this Nation can simultaneously champion equality and excellence. The challenges of accomplishing both have not been underestimated and participants at each forum addressed the issue. These are some comments that were made.

What we face, if we have the courage to take the report of the Commission seriously, is a renewed attempt to reconcile and make reciprocally supporting two of the basic axioms of democracy: the first axiom is that of equality; the second is that of individual accomplishment.

—Lee Winder, Provost,
Michigan State University

My concern is that if we're going to have a commitment to excellence, we ought to make that commitment public. We ought to make it operational to all children, irrespective of their location, economic status, race, [or] condition of birth. . . .

—Joe L. Boyer, President,
Mississippi Valley State University

At the Houston forum, participants were presented with a treatment of the topic of "Standards and Expectations" by a panelist who drew upon the writings of George S. Count (*Dare the School Build a New Social Order?*) and John W. Gardner (*Can We be Equal and Excellent Too?*). Excerpts follow of certain "fallacies" that in his view impede understanding of the situation and which must be identified and corrected.

There is a fallacy that excellence is synonymous with elitism. . . . There is a fallacy that learning is more fun than hard work. . . . There is a fallacy that equal opportunity is synonymous with social evaluation as opposed to scholastic measurement. . . . There is a fallacy that testing is a negative element in the learning process.

—George Antonelli, Dean of Teacher
Education at the University of Arkansas at Pine Bluff

Some of the panelists spoke from their own first-hand experience on this subject of challenging students to achieve more.

I'll offer students harder courses and more of them and make teachers expect more of students in the classroom. If parents will tell their kids they have no choice but to enroll in these courses, do the work and quit making excuses for not having homework, school will get better.

—Joseph Delaney, Principal,
Spartanburg Senior High School, S. C.
(A recipient of the Secondary School Recognition Program Award.)

Currently we [in our district] are either above or at the top in all basic skills areas. . . . [W]e have set high expectations and achievement goals for our students. When you set high goals, they reach them.

—Norman B. Eisen, Superintendent,
Whittier Union High School District, California

On the issue of curriculum, there was much discussion of content across the forums with special concern expressed often that foreign language training and the arts should not be neglected in reemphasizing the basics.

Obviously there is a need to emphasize science, math, technology, and foreign language, but we must remember that in this world of multiplicity of languages, numerous religions, and many forms of government, we have one common denominator, the arts. So let's not rob Peter to pay Paul. We must not take funds from the arts to finance math and science.

—Rudy Perpich, Governor of Minnesota

I think that it's strange that this country is the only country left in the world where bilingualism is considered a disadvantage. I saw a report by the president of General Motors and he said there are literally thousands of Japanese who speak beautiful English and they also have skills in accounting and business. And we can't find Americans that can speak Japanese.

—Roy Truby,
Superintendent of Schools, West Virginia

In trying to address all perceived needs yet provide a curriculum for everyone, the same speaker joined others in voicing words of caution and warning. He said:

Is there a common core of knowledge that all students should have? Sure there is. I just hope we don't overreact to that. In the 1960's we tried to respond to every crisis in society. We had bad drivers and driver education. Drug problems, we had drug education. Sex problems, we had sex education. Environmental problems, we had environmental education. . . . Just joking, once I made the comment that if we try to solve every social problem in our schools, we'll have socially adjusted, sexually balanced, loving, caring illiterates.

—Roy Truby,
Superintendent of Schools, West Virginia

Participants recognized that the quality of education and the health of the economy were inextricably linked. Here are the views of one business leader and a Governor, one offering a local perspective, the other placing excellence in an international context.

I'll just point out something that you're familiar with. For each new industrial job at least three other jobs are created in the business area's service and support structure. Since the quality of education in a community either directly or indirectly affects industry expansion, the economic vitality of any community in the long run will be very dependent on the quality of its education in the local school system.

—Toy Reid,
Executive Vice President, Eastman Kodak

Education is the most important engine of economic growth in the land. . . . Ultimately, economic growth is dependent upon skill and knowledge and ability which come from a process of learning and training.

. . . Americans are no longer willing to rely on the comfortable assurance that this country will continue to be an international leader simply because we have the natural resources, geography, unique institutions, or perhaps even Divine favor. We have come to know the feeling of being unsettled and the feeling of being in unsettled times, of being vulnerable in the areas where we traditionally have felt that our strength was endless. There's a renewed understanding that whatever the shape of the future, the bright, the clever, the educated, and the adaptable are clearly going to have the advantage.

—Scott Matheson, Governor of Utah

ROLES AND RESPONSIBILITIES

The forums were held to promote dialog, debate, and action on the report of the National Commission on Excellence in Education. They were organized by the U. S. Department of Education. These two facts alone served to ensure that there would be considerable discussion about the roles of the State, Federal and local governments in fostering improvements in our schools. Here are some characteristic examples of what was said on the subject at the forums.

The Local Role

Primary responsibility for education in the United States is shared between the State and local levels. In his address at the first forum, Secretary Bell presented a series of challenges to different groups. He specifically challenged local school boards to exercise leadership in bringing about change. In large measure, the response at the forums to this challenge was overwhelmingly positive. One participant put it this way:

Local school boards know the needs of their students and the capacity of their taxpayers best of all. Schools must remain the primary responsibility of the locality. To ensure the success of our effort, we must involve all who are affected by our revisions to participate in solutions geared to the lowest comon denominator—that is, the local school division. . . . Each participant must be able to see his reflection in the mirror of our reforms. This is possible only at the local level.

—Tony Carney, Legislative
Chairman, Virginia School Boards Association

President Reagan reinforced that challenge with this observation about the distinction between the Federal and local roles:

We Federal officials have the responsibility for identifying the national interest in education and providing leadership. But the local officials are the ones who pay most of the bills and govern the school district, and it is at the local level where progress will be made.

—Ronald Reagan, President of the United States

Many participants spoke of the differences among local communities and the necessity for working on the recommendations of *A Nation At Risk* from the local perspective. At the Utah forum, Ted Comstock, Vice President of the National School

Boards Association, announced that the NSBA Convention had endorsed *A Nation At Risk*, although not without some reservations. He suggested that its real implementation would have to occur at the local level, "in the trenches," and that patience would be required.

But everyone seemed to recognize that localities alone did not have it in their power to effect change. The following perspective was representative and affords a transition to a discussion of the State and Federal roles.

> *. . . While local control has been a fundamental tenet of the American system of public education, that does not excuse any level of government from responsibility. [W]e have to have a willingness on the part of the American people, but even more importantly, on the part of political leaders, both State and national to replace timidity and some of the simplistic kinds of answers in the past with some courage and some realistic solutions to the problems that are given in the report.*
>
> —Ted Schwinden, Governor of Montana

The State Role

Two of Secretary Bell's challenges presented at the Michigan State University forum specifically addressed the responsibilities of States.

> *I would like to emphasize that the Governors need to be challenged to take leadership for education in all of the 50 States.*
>
> *. . . [Another] challenge is for Governors to recommend and for State legislators to enact new laws to provide incentives for master teacher salaries, for curriculum reform, for more time to learn, and for high education requirements . . . and for other reforms that are absolutely essential.*
>
> —T. H. Bell, Secretary,
> U. S. Department of Education

A small group of Governors has been in the forefront of leadership for educational reform. Indeed, the forums became opportunities for announcing to the world the increased efforts States are now making to improve education. For some, reforms have been enacted (e.g., in Florida, California, Illinois, Mississippi and North Carolina); but for others, proposals had stalled. Describing difficulties encountered in promoting his plan to raise taxes to pay for full scale reform (including a career ladder plan), one Governor stated ruefully,

> *My job is to get people who don't want to give it to give money to people who don't want to take it.*
>
> —Lamar Alexander, Governor of Tennessee

The publication of *A Nation at Risk* provided a catalyst and a rallying cry, encouraging State leaders concerned with education to try again to make it a high priority in their States. Governors and other State officials at the forums were optimistic. One Governor candidly observed,

I went to the legislature. . . [last] January. I thought I had a very good program. It received about as much attention as some of my other recommendations. Next January, I hope to be more successful, [with my education reform package] thanks to you, Mr. Secretary, and others.

—John Carlin, Governor of Kansas

As an example of the range of issues under consideration by the States, the work of Vermont's own commission is instructive. The spectrum of issues scrutinized in its report, *Threat to Excellence*, included:

. . . early childhood education. . . ; graduation standards in the public school; teacher education and in-service education; higher admissions standards at colleges and universities; forgiveness loans for math and science teachers; role of the principal and the effective school movement; skills, including skills in the arts.

—Reported by Viola Luginbuhl,
Chairman, Vermont State Board of Education

Over the next year, major education initiatives are expected in nearly every State legislature across the Nation. As one Governor observed,

I have read A Nation At Risk. *I know that the problems of our schools and the education of our children demand effective leadership. I know that many States are seriously examining these problems and turning them into challenges. I have talked to a number of Governors who are aggressively designing programs and providing increased State funding to improve the quality of their schools.*

—Rudy Perpich, Governor of Minnesota

The Federal Role

The Federal Government should take a central role in identifying the issues of national interest in education. There was little quarrel to be found among forum participants about this leadership function of the Federal sector described by the National Commission. Rather, ideas were put forth about what areas leadership suitably covered. For example, the following observation was made:

Federal funding for research is in my mind the highest priority for the Federal Government.

—Anne Lindeman, Arizona
State Senator and Education Committee Chair

Another purpose suggested for the use of Federal funds at several of the forums was the support of model programs that would assist State and local groups by testing out new ideas. It was also suggested that the Federal Government might do more to disseminate information about local successes so that States and districts would not be reinventing the wheel.

Disagreement emerged, however, on the issue of the nature of Federal responsibility for education funding with some calling for a greater level of support and others

opposing a larger role for the Federal Government in school finance. One example, in the Governors' Panel at Portland, was a suggestion for radical redistribution of aid to States.

> *. . . Every State ought to have a good State aid formula to make sure that communities in it come out equal when it comes to at least the capacity to afford an adequate education. Then I believe the Federal Government ought to use its capacity to give those States which would have to achieve that standard. . . at the cost of excessive taxes in that State, all of the money that they want to give to education. [If we] make sure [the money] goes to those who need it, after they have done for themselves at reasonable levels of taxation that which is necessary, we will have a better educational system.*
>
> —Richard A. Snelling, Governor of Vermont

Role of Parents

Education begins in the home. Every forum heard eloquent testimony to the centrality of parents and family in the educational process.

> *Parents are the first teachers and probably the most influential persons in a child's life. Without their guidance and direction, without them expressing support for education, children often feel that they don't need to attend school.*
>
> —Virginia Ford, President, New Mexico PTA

Expressing the concern that too many parents in recent years had shirked this duty, some voiced warnings such as this:

> *Unless [the parents, the home, and the family] resolve that they are going to teach by example, that they are going to ask about homework . . . and they are going to do the parenting, not the teachers—all of the rest means nothing.*
>
> —Richard Berendzen, President of American University

School officials recognized they could help encourage parents in their traditional teaching roles.

> *Schools must do everything possible to make parents comfortable in the school setting. They must feel welcome at the school. It is important to communicate frequently with the home about school goals, about student progress, and school success.*
>
> —Robert Eicholtz, Principal,
> Pioneer High School, Whittier, California
> (A recipient of the Secondary School Recognition Program Award)

Parent-Teacher Association representatives encouraged parents to participate in PTA activities, and to use the new PTA handbook to evaluate their schools. In Kingsport, a PTA representative had this to say:

In Kentucky, our educators look to us as parents. We're involved in the process of education as much as can be possible for laymen. It's an interesting fact to me [that], according to the Department of Education's statistics, the top 25 school districts in my State—18 of those school districts have vital, viable PTA's. Of the bottom 25, only six do.

—Patti Acquisto, Member, NPTA Board, Kentucky

Partnerships

While opinions and definitions were offered about role distributions, a major theme that emerged from the forums was the sense that the problems of education were everyone's problems and that solutions could be found only by working together.

What Americans need, I think, is a sense of national shared commitment on an overall national mission to improve our schools. . . . Just as no man is an island, no generation stands alone. We have to work together to insure our Nation's well-being. Young and old, public and private, students, teachers, parents and children, we must eliminate the barriers between ourselves. . . .

—Thomas Kean, Governor of New Jersey

Education is a bi-partisan activity. It's something every one of us—Republicans, Democrats, Independents or whatever—should be working together in because it's important to the very survival of the free world and it's certainly important to the progress of our Nation.

—Orrin Hatch, U.S. Senator, Utah

Speakers at the forums described new concepts of partnerships in education beyond the familiar local-State-Federal and parent-school collaborations.

. . . [T]his Commission. . . reaffirms and strengthens my desire for a working partnership with other schools—public, private, and parochial. . . . [Private schools] are one of the resources. . . throughout the country. . . and I would like to see us. . . open our doors and say, "Hey folks, let us work together."

—Carolyn Crider, Director,
Sunset Mesa Schools (Private), New Mexico

[B]usiness will tend to survive, but I do think our jobs [as employers] are to give human beings a chance to use their talents. If they cannot fill out the application form and get the job that would have changed their whole lives, then I [don't] think it is a business problem or an education problem. It is a human problem.

—Gary L. Sherrer, Senior Vice President,
Fourth National Bank and Trust Company, Wichita, Kansas

I think the challenge now is to greatly expand... the traditional relationships that have existed between universities and public schools ... moving beyond them and getting people from the academic disciplines directly involved with their colleagues in the public schools. I think most public school teachers do not feel... that they are a part of a collegiality with the college professoriat in their disciplines, and I think that is to the detriment of both.

—Richard H. de Lone, Consultant
to the Committee to Support Philadelphia's Public Schools

A teacher from the South told forum attendees what to look for as signs of progress toward educational excellence and her statement reflects a profound awareness of the interplay of roles:

Quality is going to be harder to measure, to count, to observe... but we'll know we have quality because we can see signs of it along the way. We can see students whose individual needs are being met. We can see parents that are willing and helpful and involved in their children's education. We can see school boards and legislators who do not reluctantly give us support but gladly, because they're pleased with what we're doing.

—Martha Hunter Morrow, 1983 Mississippi
Teacher of the Year, Columbia Primary School

In assisting all participants in the process wherever they may be engaged in the movement for reform, there is this reminder offered at the Maine forum and then words of encouragement spoken in California.

We will be successful only when the people who are here, in turn, are participants in a process which, in their States and communities, involves all the people of the community in reaching a conclusion that we can do more and better, and that we know how to do it.

—Richard A. Snelling, Governor of Vermont

Something long overdue is happening in this Nation today. Concerned parents, students, educators, business and labor leaders, and government officials at all levels are joining together in an urgent common effort to stop the alarming decline in our schools.

I know all concerned parents and students here... are eagerly awaiting the ideas and actions that will come out of this forum and others like it that are being held in and around the country. Achieving quality education must be a total team effort, all the way from the student sitting in the classroom to the President sitting in the Oval Office.

—William Campbell,
State Senate Minority Leader, California

School Board News, October 19, 1983

"BOARD MEMBERS ATTEND BELL'S FORUMS

The focus of national attention on education initiated by the release of *A Nation At Risk* by the National Commission on Excellence in Education in April is still strong, due in part to the regional forums on the report conducted by the Department of Education. . . .

Since the excellence report was released, every State has taken some action to improve its education program. Most States have task forces on education, some of which did not exist before the report was issued."

IV. SAMPLES OF FORUM NEWS COVERAGE

Michigan State News, May 16, 1983

"BELL URGES LOCAL SCHOOL LEADERSHIP

'We cannot, on the federal level, simply shrug our shoulders and say that education is a state, local and private matter. But above all, the federal role must supplement and not pre-empt or supplant the state's efforts.' "

Baltimore Evening Sun, June 9, 1983

"EDUCATORS TOLD U.S. MUST FOOT BILL TO REFORM SCHOOLS

Educators gathered to talk with President Reagan about upgrading the nation's schools were told by Minnesota's governor today that the federal government will have to help foot the reform bill.

'When we are talking about education we should put our money where our mouth is,' Gov. Rudy Perpich, a Democrat, said at the start of a day-long forum at the Hopkins Eisenhower Community Center. . . .

'Teachers must be paid and paid well. . . they are the key to the quality of education,' the governor said.

He added, 'I don't believe that states should have total responsibility to support education by themselves. The federal government must provide financial support and a clear national policy.' "

Albuquerque Journal, June 24, 1983

EDUCATORS AT ODDS OVER HOMEWORK

If the statements of educators from three Southwestern states are any indication, the report of the National Commission on Excellence in Education will have a widely varying impact in local school districts.

The report, which called for more rigorous standards in American schools, was discussed and debated during a day-long forum Thursday at West Mesa High School.

While forum participants praised parts of the report, they made it clear that not all of the commission's recommendations would be adopted, or needed, in their local school districts.

Commission members said that more homework could be a way of extending the school day of students. But educators, during a panel discussion, disagreed on the value of additional homework."

Albuquerque Journal, June 24, 1983

"EDUCATION CHIEF SPARS WITH ANAYA AT CITY FORUM

An unscheduled debate between the U. S. Secretary of Education and the Governor of New Mexico kicked off the forum of the National Commission on Excellence in Education on Thursday as the two men disagreed about the federal role in funding education. . . .

The exchange between Anaya and Bell sparked considerable discussion among the 500 educators attending the forum at West Mesa High School. Some of the educators from New Mexico, Arizona and Oklahoma are unhappy that education is becoming embroiled in politics. . . .

But Albuquerque Public Schools Superintendent Frank Sanchez, who is a member of the Commission said, 'I don't object to education being in the political arena. Funding for education is generated in the political arena.' Bell said, 'You can't take education out of politics.' "

School Board News, July 20, 1983

"ED FORUMS ATTRACTING LOCAL COMMENT:
Jones Hails School Boards' Involvement

'It was just a fantastic experience!' So said Pat Snipes, vice president of the New Mexico School Boards Association, of her participation in the forum on educational excellence in Albuquerque.

The forums, conducted by the Department of Education, are structured to provide for maximum information exchange, according to Undersecretary of Education Gary Jones. 'The purpose of the forums,' he said, 'is to illustrate the continued federal leadership role in the nation's education system. When we are finished with all 12 we will have heard from public officials and educators from all 50 states about what changes have been made in local school districts as a result of the Excellence Commission's report—and what impediments they have met in implementing the reforms the commission recommended. . . .

'We are very gratified by the tremendous degree of willingness by school board members in particular to become involved in this process. They have a special sensitivity to the recommendations of the commission's report and they have been able to illustrate by example how things can be, will be, or should be implemented—or what obstacles they face at the state and local level in putting the recommendation into practice.'

Pat Snipes, a member of the public policy panel at the Albuquerque meeting declared: 'We had an opportunity to express our views during the formal presentations, and the question and answer session was a real free-for-all.

We could talk about what works, what doesn't, where we need more federal involvement—and where we need less—what our particular problems are and how they might be addressed.' "

The Daily News, Whittier, California, June 30, 1983

"PRESIDENT PRAISES PIONEER HIGH, CALLS FOR RENEWAL IN EDUCATION

President Reagan, speaking to a packed house in the gymnasium of Whittier's Pioneer High School today, said, 'I wish I could load all the students and teachers of this school on a bus and take them around the country with me, showing the nation what can be done.'

Speaking at the local school comprised of mostly Hispanic students, the president called for a 'grass roots campaign for educational renewal.'

Reagan heaped praise on Pioneer High School, recently named one of the outstanding secondary schools in the country.

'I am told Pioneer was at one time a problem school but today it is a finalist in the National Secondary School Recognition program.

'What I like about Pioneer is its pride. Teachers are proud of students, students are proud of teachers, both are proud of the principal and everybody is proud of the school itself. . . .'

Pioneer High School, because of its exemplary status was selected by the Department of Education as the site for today's . . . regional forum on the recommendations of the National Commission on Excellence in Education."

Deseret News Salt Lake City, Utah, July 25, 1983

"HATCH, BELL BACK TUITION-CREDITS

Sen. Orrin Hatch and U. S. Secretary of Education T. H. Bell reaffirmed their support of tuition-tax credits Friday, but said they don't believe a report by the National Commission on Excellence will be used as a vehicle to pass tuition-tax credit laws. . . .

The all-day forum at the University of Utah, Friday was the fourth in a series of 11 being held across the country as a followup to the Commission on Excellence report. Nearly 400 educators from Utah, Wyoming, Idaho and Colorado heard speeches and participated in question-answer sessions and discussions on the recommendations of the report. . . .

Earlier in the day, Gov. Scott M. Matheson endorsed merit pay. 'Equity within the teaching profession requires not uniformity but rewards which correspond to performance.' "

Wichita Eagle-Beacon, Editorial, July 24, 1983

"EDUCATION FORUM CAN ADDRESS SCHOOL MEDIOCRITY

Tuesday, U. S. Education Secretary Terrel Bell and some commission members will conduct a regional forum on the commission report at Northwest High School . . . .

In conducting the forum . . . Mr. Bell and the commission members will give Kansans specific ideas for further school improvement. After they depart, the ideas will remain. But they'll be useless unless they're discussed again and again. That must be done, for, as the commission pointed out, if citizens don't find ways to improve schools now, they'll pay the terrible social cost of inadequate schooling later."

Wichita Eagle-Beacon, July 27, 1983

"EDUCATORS UNITED ON REPORT, BUT SPECIFICS DIVIDE CONFEREES

A national commission's recommendations on saving American education received generally high marks—with some dissent—from regional educators Tuesday.

For seven hours Tuesday at Northwest High School in Wichita, 960 educators and officials from Kansas, Missouri, Nebraska and Iowa dissected the "Nation at Risk" report by the National Commission on Excellence in Education . . . .

Teacher pay, high school curriculums, the federal government's stake in public education and the ability to pay for the commission's recommended reforms sparked disagreement throughout the session . . . .

Whenever the 'master teacher' raises were mentioned, the idea drew verbal fire and opposition from many teachers in the audience.

Agreeing with most speakers that teacher pay has to be increased, Gov. John Carlin said bonus pay—also called merit pay—'could wait until we get more money for the basic level.'

Pushing for merit pay now 'would be like putting a new roof on a house that has a crumbling foundation,' Carlin said.

Bell countered, 'Until you recognize performance and reward it, you aren't going to get an improvement.' "

The Portland Herald Press, Portland, Maine, July 30, 1983

"EDUCATORS SEEK WAYS TO BETTER SCHOOLS

Educational leaders urged one another Friday to get on with the job of reforming the nation's schools.

Some said more federal money is needed to do it, others disagreed.

The advice came at a forum that pulled 1,200 people into Deering High School's new gym to hear U. S. Education Secretary Terrel H. Bell, several

governors, and state and local education officials discuss *A Nation At Risk*, the National Commission on Excellence's tough report card on the nation's schools.

Philadelphia Inquirer, September 21, 1983

"EDUCATORS AGREE ON NEED FOR REFORMS

Almost five months after the National Commission on Excellence in Education warned of a 'rising tide of mediocrity' in public schools, educators and elected officials from Pennsylvania, New Jersey and Delaware said in Philadelphia yesterday that they agreed with the commission's conclusion and were doing something about it.

'Unless we make major improvements in our schools, today's educationally deprived will become tomorrow's economically disadvantaged,' New Jersey Gov. Kean said in the opening speech at a forum sponsored by the national commission to review its April report, *A Nation At Risk*. . . .

But if a theme emerged from the remarks of educators during two panel discussions on the commission's report, it was that the educational crisis described in the report was not new and that the commission had failed to report many innovative responses to the crisis that have been implemented in the last several years.

'I do somewhat balk at the commission's negative emphasis of today's educational state,' Schools Superintendent Floretta D. McKenzie of Washington said during a panel discussion. . .

'The crisis set forth in the commission's report is real, but it is not new. . . .'

She also criticized the commission for failing to recommend ways to pay for the reforms it suggests. 'Almost without a doubt, the report's recommendations carry a hefty price tag,' she said. 'The commission's silence on how to foot the bill leaves the financing question languishing.' "

The University of Georgia *Red and Black*, September 27, 1983

"BELL TELLS FORUM 'WE NEED BRIGHT, TALENTED PEOPLE'

Improving teacher education programs at American universities is the first step in improving public education throughout the country, according to Southeastern educators.

From classrooms in rural Alabama to science laboratories in metropolitan Atlanta, more than 800 Southeastern educators and public officials assembled at the University [of Georgia] on Friday to find solutions to the problems in public education today."

Kingsport Times-News, Kingsport, Tennessee, October 1, 1983

"PARENTAL EDUCATION INVOLVEMENT COMMON CONCERN AT CITY MEETING

Frequent pleas for increased public and private involvement with the nation's public schools identified a common thread of concern yesterday at a Kingsport forum sponsored by the National Commission on Excellence in Education.

Not all of the thoughts offered on how to implement the recommendations of the Commission's report, *A Nation At Risk*, were accepted with smiling approval by the nearly 1,100 persons in attendance, but no one disputed the need for 'the people' to care about their schools."

The Seattle Post-Intelligencer, October 4, 1983

"TEACHING APPLICANTS POOR, U.S. SCHOOLS CHIEF LAMENTS

College students majoring in education scored in the bottom quarter of their schools' entrance exams, U. S. Education Secretary Terrel Bell said in Renton yesterday.

'We don't think we're getting our fair share of the academically able in the teaching profession,' said Bell during a forum at Charles Lindbergh High School.

About 800 educators and public officials from Washington, Oregon and Alaska attended the forum to discuss the recommendations for education reforms made in the National Commission on Excellence in Education's *A Nation At Risk* report."

Houston Chronicle, October 15, 1983

"FAMILY FOUNDATION OF EDUCATION, BELL SAYS

U. S. Secretary of Education Terrel Bell said Friday that the American family must assume a greater role in the education of children if proposed reforms are to be effective in stemming what a national commission termed a 'rising tide of mediocrity' in the public schools.

'The foundation for American education is the family,' Bell told educators here at a regional forum. 'The home is the first classroom and parents are the first teachers. No school can fully compensate for failure in the home—and we've had a lot of failure in a large number of homes.' "

V. REGIONAL FORUM PROGRAMS

CONFERENCE ON THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Friday, May 13, 1983
Michigan State University
East Lansing, Michigan

9:00 a.m. Welcome and Introduction by Dr. Cecil Mackey, President, Michigan State University

Secretary of Education, The Honorable T. H. Bell

Presentation of Certificate of Excellence to the Institute for Research on Teaching (IRT), Michigan State University

Accepting for the Institute—
Dr. Judith E. Lanier, Dean, College of Education, Michigan State University

Presentation of Governor's Citation to the IRT by Dr. Phillip E. Runkel, Michigan Superintendent of Public Instruction

The Secretary of Education—
"Some Thoughts on a Strategy for Attaining Excellence in American Education"

10:15 a.m. Coffee Break

10:45 a.m. Remarks by IRT Co-directors and Excellence Commission Members

Gary L. Jones, Under Secretary of Education, Moderator

Emeral A. Crosby, Excellence Commission
Jere Brophy, Institute for Research on Teaching
Annette Y. Kirk, Excellence Commission
Andrew Porter, Institute for Research on Teaching
Jay Sommer, Excellence Commission

12:00 noon Luncheon at MSU Union

Introduction of Guest Speaker by Under Secretary Gary L. Jones

Governor Lamar Alexander of Tennessee—"A Response from the States"

1:30 p.m. Group Discussions on Commission Report

Group(s)	Room Assignment	Chairperson
A & G	Room 332	Milton Goldberg
B	Captain's Room (3rd floor)	Annette Y. Kirk
C	Room 331	Emeral A. Crosby
D	Room 445	Jay Sommer
E	Room 342	Richard Wallace
F	Tower Room (4th floor)	Robert V. Haderlein

3:00 p.m. Closing (reconvene in the Ballroom)
Moderator: Gary L. Jones

Brief summaries of group discussions

Remarks by Dr. Lee Winder, Provost, Michigan State University

3:30 p.m. Adjourn

FORUM
ON THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Thursday, June 9, 1983
Hopkins Eisenhower Community Center
Hopkins, Minnesota

9:00 a.m. Opening Remarks and Introduction
Secretary of Education, The Honorable T. H. Bell

Welcome: Governor Rudy Perpich, Minnesota

9:15 a.m. Local Panel

Chair: Robert V. Haderlein, Excellence Commission Member

Panelists:
Patricia Adams, President, Pierre School District Board and Associated School Boards of South Dakota
Edwin S. Burtis, PTA Member and Past PTA President, Glen Ellyn School District #41, Illinois
James S. Griffin, School Board Member, St. Paul School District #625
Effie McKerson, Teacher, Edina Public School District #273, Minnesota
Lee McMurrin, Superintendent, Milwaukee Schools
Lloyd Nielsen, Superintendent, Roseville Area Schools, Minnesota

10:50 a.m. State Panel

Chair: Albert H. Quie, Excellence Commission Member

Panelists:
Joe Crawford, Chief State School Officer, North Dakota
Irv Jacobson, State Representative, North Dakota
Sally Olsen, State Representative, Minnesota
William J. Ridley, President, Minnesota State Board of Education
Ted Schwinden, Governor, Montana
Barbara Zohn, State Education Chairman, Minnesota PTA

12:00 p.m. Lunch (Cafeteria)

1:30 p.m. Question and Answer Session with Secretary Bell and Excellence Commission Members: Emeral A. Crosby, Robert V. Haderlein, and Albert H. Quie

2:30 p.m. Federal Panel

Chair: Secretary Bell

Panelists:
The President of the United States
Gary L. Jones, Under Secretary, U.S. Department of Education
Patricia Adams, President, Pierre School District Board and Associated School Boards of South Dakota
Emeral A. Crosby, Excellence Commission Member
Steve Englund, Presidential Scholar, Hopkins High School
David P. Gardner, Excellence Commission Chairman
Robert V. Haderlein, Excellence Commission Member
Gene Hoffman, State Representative, Illinois
Charles Johnson, Superintendent, School District #58 and School District #99, Illinois
Effie McKerson, Teacher, Edina Public School District, Minnesota
Ted Schwinden, Governor, Montana
Albert H. Quie, Excellence Commission Member

3:00 p.m. Concluding Remarks: Secretary Bell

3:15 p.m. Press Conference: Secretary Bell

Reception (Cafeteria)

FORUM
ON IMPLEMENTING THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Thursday, June 23, 1983
West Mesa High School
Albuquerque, New Mexico

9:00 a.m.	Opening Remarks Francisco D. Sanchez, Jr., Superintendent, Albuquerque Public Schools
9:05 a.m.	Welcome Governor Toney Anaya
9:10 a.m.	Greetings Manuel Justiz, Director, National Institute of Education
9:15 a.m.	The Honorable T. H. Bell, Secretary, U. S. Department of Education
9:30 a.m.	Panel of Education Leaders
	Chair: Francisco D. Sanchez, Jr., Member, National Commission on Excellence in Education
	Panelists: Voie Coy, Principal, Washington High School, Arizona Carolyn Crider, Director, Sunset Mesa Schools, New Mexico Virginia Ford, President, New Mexico PTA Overton James, Governor, Chickasaw Nation, Oklahoma Sherry Morgan, President, National State Teachers of the Year, Oklahoma Donald Robinson, Dean of Education, Oklahoma State University Celestino Romero, Principal, Taos Elementary School, New Mexico
11:00 a.m.	The Honorable T. H. Bell
	Panel of Public Policy Officials
	Chair: Shirley Gordon, President, Highline Community College, Washington and Member, National Commission on Excellence in Education
	Panelists: Leonard De Layo, State Superintendent, New Mexico State Department of Education George Evans, Member, State Board of Education, Arizona Bill Hodges, Superintendent, Stillwater Public Schools, Oklahoma Norma Hood, State Representative and Member, Education Committee, New Mexico Anne Lindeman, State Senator and Chairman, Education Committee, Arizona Patricia Snipes, Vice President, New Mexico School Board Association Seferino Tenorio, Executive Director, New Mexico Indian Association
12:15 p.m.	Lunch
1:00 p.m.	Discussion Groups Group 1—Chair: Shirley Gordon Group 2—Chair: Francisco D. Sanchez, Jr. Group 3—Chair: Milton Goldberg, Commission Staff Group 4—Chair: Peter H. Gerber, Commission Staff
2:15 p.m.	Question and Answer Session
	Chair: The Honorable T. H. Bell
	Commission Members: Shirley Gordon and Francisco D. Sanchez, Jr.
3:15 p.m.	Reception

FORUM
ON THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Friday, June 24, 1983
The University of Utah
Salt Lake City, Utah

9:00 a.m. Introduction:
Donald Thomas, Superintendent
Salt Lake City School District

9:05 a.m. Welcome:
The Honorable Scott Matheson, Governor, Utah

9:15 a.m. Keynote Address:
The Honorable T. H. Bell, Secretary,
U.S. Department of Education

9:30 a.m. Panel of Education Leaders

Chair: Shirley Gordon, Excellence Commission Member, and President, Highline Community College, Washington

Panelists:
Craig Bowman, English Teacher, Denver, Colorado
Rodney H. Brady, President, Weber State College, Utah
Emeral A. Crosby, Excellence Commission Member, and Principal, Northern High School, Detroit, Michigan
Claudia Johnson, President, Idaho PTA
Russ Olson, Principal, Leo J. Muir Elementary School, Bountiful, Utah
Thomas Sawyer, Vice President, Wicat Systems, Orem, Utah
Richard L. Turner, Dean of Education, University of Colorado

11:00 a.m. Panel of Public Policy Officials

Chair: Glenn T. Seaborg, Excellence Commission Member, Professor of Chemistry and Nobel Laureate, University of California, Berkeley

Panelists:
Rulon M. Ellis, Superintendent, Pocatello School District, Idaho
Norman C. Francis, Excellence Commission Member, and President, Xavier University, Louisiana
Calvin M. Frazier, Chief State School Officer, State of Colorado
John G. Hamlin, State Representative, Colorado
Carwin Linford, Member, State School Board, Wyoming
Howard C. Nielson, U.S. Representative, 3rd District, Utah
Sue Marie Young, Mayor, Richfield, Utah

12:10 p.m. Remarks: Dr. Ted Comstock, First Vice-President, National School Boards Association and Member, Nampa Idaho School Board

12:15 p.m. Lunch: Student Union/Lower Level

1:15 p.m. Discussion Groups:
Group 1—Chair: Emeral A. Crosby
Group 2—Chair: Norman C. Francis
Group 3—Chair: Shirley Gordon
Group 4—Chair: Glenn T. Seaborg

2:15 p.m. Remarks by Sen. Orrin Hatch

2:20 p.m. Question and Answer Session with Secretary T. H. Bell, Commission Members and Sen. Hatch

3:10 p.m. Summary: Calvin M. Frazier

3:25 p.m. Concluding Remarks: Donald Thomas

3:30 p.m. Reception

FORUM
ON THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Thursday, June 30, 1983
Pioneer High School
Whittier Union High School District
Whittier, California

9:20 a.m. Welcome by Mrs. Eve Burnett, President, Whittier Union High School District Board of Trustees
Senator William Campbell, Senate Minority Leader, California

Remarks by The President of the United States

10:00 a.m. Local Panel

Chair: T. H. Bell, Secretary of Education
Co-Chair: David P. Gardner, Chairman, National Commission on Excellence in Education, President, University of Utah and President-Elect, University of California

Panelists:
The President of the United States
Gary L. Jones, Under Secretary of Education
Richard S. Amador, School Board Member, Alhambra School District, California
Robert L. Eicholtz, Principal, Pioneer High School
Norman B. Eisen, Superintendent, Whittier Union High School District
Jaime Escalante, Math Teacher, Garfield High School, Los Angeles
Ralph Figueroa, Student, California High School, Whittier
Kay Loudon, School Board Member, Washoe County (Reno) Board of Trustees
Harriett M. Wieder, Supervisor, Orange County Board of Supervisors

11:00 a.m. Panel Discussion with National Commission Members

Chair: David P. Gardner

Panelists:
Charles A. Foster, Jr., Immediate Past President, Foundation for Teaching Economics, San Francisco
Norman C. Francis, President, Xavier University of Louisiana
Margaret S. Marston, Member, Virginia State Board of Education
Glenn T. Seaborg, Professor of Chemistry, University of California, Berkeley
Richard Wallace, Principal, Lutheran High School East, Cleveland Heights, Ohio

12:15 p.m. Lunch

1:15 p.m. State Panel

Chair: Margaret S. Marston

Panelists:
Chris Adams, President, California PTA
Bob Cashell, Lieutenant Governor of Nevada
Bill Honig, Superintendent of Public Instruction, California
Dr. Simon Ramo, Consultant and Former Vice Chairman of the Board, TRW, Inc.
Dr. Donnis H. Thompson, Superintendent of Education, Hawaii
Mr. C. Hugh Friedman, University of San Diego
Ted Sanders, Superintendent of Public Instruction, Nevada

2:30 p.m. Question and Answer Session with Secretary Bell and Excellence Commission Members

3:15 p.m. Summary: Bill Honig Closing Remarks: Secretary Bell

FORUM
ON IMPLEMENTING THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Tuesday, July 26, 1983
Northwest High School
Wichita, Kansas

9:00 a.m. Opening Remarks and Introductions
Secretary T. H. Bell

Greetings
Jo Brown, President, Wichita Board of Education

Welcome
Governor John Carlin of Kansas

9:35 a.m. Local Panel chaired by Robert V. Haderlein, Member, National Commission on Excellence in Education

Panelists:
Jo Ann Ferguson, President, Nebraska PTA
June Gabler, Superintendent, Fort Dodge Community Schools, Iowa
Robert C. Howe, President, Board of Directors of the National Association of Secondary School Principals, and Principal, North Kansas City High School, Missouri
Wanda Reed, President, Kansas Association of School Boards
Julie Schanou, 1983 Nebraska Teacher of the Year
Gary L. Sherrer, Senior Vice President, Fourth National Bank and Trust Company, Wichita, Kansas

11:15 a.m. State Panel chaired by Yvonne W. Larsen, Vice-Chair, National Commission on Excellence in Education

Panelists:
Robert D. Benton, State Superintendent of Public Instruction, Iowa
John Carlin, Governor of Kansas
Winston C. Gifford, Director of Social Programs, Ralston Purina Company, Missouri
Joseph C. Harder, State Senator, Kansas
Bill Reardon, State Representative, Kansas
Gordon Schultz, Chairman, State Board of Education, Kansas

12:30 p.m. Lunch

1:30 p.m. Discussion Groups chaired by Excellence Commission Members

Group 1—Room G-22: Emeral A. Crosby, Principal, Northern High School, Detroit, Michigan

Group 2—Room G-10: Shirley Gordon, President, Highline Community College, Midway, Washington

Group 3—Auditorium: Robert V. Haderlein, Past President, National School Boards Association and School Board Member, Girard, Kansas

Group 4—Library: Yvonne W. Larsen, Past President, San Diego City School Board, California

Group 5—Room D-26: Jay Sommer, National Teacher of the Year, 1981-82, New Rochelle High School, New York

Group 6—Room B-12: Richard Wallace, Principal, Lutheran High School East, Cleveland Heights, Ohio

2:45 p.m. Question and Answer Session with Under Secretary Gary L. Jones and Excellence Commission Members

3:45 p.m. Reception

FORUM
ON THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

July 29, 1983
Deering High School
Portland, Maine

9:00 a.m. Opening Remarks and Introductions: Secretary T. H. Bell
Greetings: James A. Banks, Sr., Chairman, Portland School Board
Welcome: Joseph E. Brennan, Governor of Maine

9:15 a.m. State Panel chaired by Shirley Gordon, Member, National Commission on Excellence in Education

Panelists:
- Robert L. Brunelle, Commissioner, New Hampshire Department of Education
- Sharon M. Knickle, President, Rhode Island State PTA
- Vance R. Kelly, Chairman, New Hampshire Senate Education Committee
- Robert F. Eagen, President, Connecticut Education Association
- Viola L. Luginbuhl, Chairman, Vermont State Board of Education
- Bennett D. Katz, Chairman, Maine's Congressional Citizen's Advisory Education Committee

10:30 a.m. Panel of Governors chaired by Secretary T. H. Bell

Panelists: Governor Lamar Alexander (Tennessee), Governor John Carlin (Kansas) and Governor Richard A. Snelling (Vermont)

11:45 a.m. Local Panel chaired by Emeral A. Crosby, Member, National Commission on Excellence in Education

Panelists:
- Alan O. Dann, Member, Amity Regional Board of Education, Amity, Connecticut
- Lee Hay, 1983 National Teacher of the Year, Manchester, Connecticut
- Peter R. Greer, Superintendent, Portland Schools
- Donald A. Migliori, President, Rhode Island Association of Student Councils
- Joyce W. Rogers, Member, Portland School Board and Member, Executive Committee, National School Boards Association
- Glenn A. Yankee, Principal, Hazen Union High School, Hardwick, Vermont

12:45 p.m. Awards Presentation by Secretary Bell to Deering High School and King Middle School, Winners in the Secondary School Recognition Program

1:00 p.m. Lunch

1:45 p.m. Higher Education Panel chaired by Norman C. Francis, Member, National Commission on Excellence in Education

Panelists:
- Richard E. Bjork, Chancellor, Vermont State College
- Howard H. Dana, Trustee of Westbrook College and Portland School of Art
- Emlyn I. Griffith, Member, New York State Board of Regents and Chairman, Regents' Committee on Elementary, Secondary and Continuing Education
- John C. Hoy, President, New England Board of Higher Education
- Thomas P. Melady, President, Sacred Heart University, Bridgeport, Connecticut

2:50 p.m. Question and Answer Session with Secretary Bell and Excellence Commission Members: Emeral A. Crosby, Norman C. Francis, Shirley Gordon and Richard Wallace

3:30 p.m. Closing Remarks: Richard W. Redmond, Acting Commissioner, Maine Department of Education

FORUM
ON THE RECOMMENDATIONS
OF THE
NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Tuesday, September 20, 1983
University of Pennsylvania
Annenberg Center
Philadelphia, Pennsylvania

9:00 a.m. Opening Remarks and Introductions
Secretary T. H. Bell, U.S. Department of Education
Greetings
Sheldon Hackney, President, University of Pennsylvania
Welcome
Thomas H. Kean, Governor, New Jersey

9:20 a.m. Local Panel chaired by Yvonne W. Larsen, Vice-Chair, National Commission on Excellence in Education

Panelists:
Constance E. Clayton, Superintendent, School District of Philadelphia
Penny R. Cipolone, Teacher of the Year, Gateway Regional High School, Woodbury Heights, New Jersey
LaVeda Lazorski, Member, Green County Board of Education, Clifton, Ohio
Edna May Merson, Principal, Lansdowne Elementary School, Baltimore, Maryland
Floretta D. McKenzie, Superintendent, District of Columbia Public Schools
John C. Murphy, President, Board of Education, Howard County, Maryland

11:00 a.m. State Panel chaired by Richard Wallace, Member, National Commission on Excellence in Education

Panelists:
Lieutenant Governor Michael N. Castle, Delaware
Susan A. Mathe, President, Delaware State PTA
Lucille Maurer, Delegate, Maryland General Assembly
Richard T. Morgan, President, School Division, MacMillan Publishing Company
Robert C. Wilburn, Pennsylvania Secretary of Education
Robert J. Wolfenbarger, Vice President, New Jersey State Board of Education

12:15 p.m. Lunch

1:15 p.m. Higher Education Panel chaired by Norman C. Francis, Member, National Commission on Excellence in Education

Panelists:
Richard Berendzen, President, American University, District of Columbia
Richard H. de Lone, Consultant, Committee to Support Philadelphia's Public Schools
Nolen M. Ellison, President, Cuyahoga Community College, Cleveland, Ohio
Sheldon Hackney, President, University of Pennsylvania
Franklyn G. Jenifer, Vice Chancellor, New Jersey State Department of Higher Education
Peter J. Liacouras, President, Temple University, Philadelphia

2:30 p.m. Remarks: Pierre S. du Pont, Governor of Delaware

2:45 p.m. Question and Answer Session with Secretary Bell and Excellence Commission Members: Norman C. Francis, Yvonne W. Larsen, Jay Sommer, and Richard Wallace

FORUM
ON IMPLEMENTING THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Friday, September 23, 1983
The Fine Arts Auditorium
The University of Georgia

9:00 a.m. Welcome
Fred C. Davison, President, The University of Georgia

Opening Remarks
Secretary of Education, T. H. Bell

9:30 a.m. Local Panel

Chair:
Yvonne W. Larsen, Vice-Chair, National Commission on Excellence in Education and Past-President, San Diego City School Board, California

Panelists:
Alton C. Crews, Superintendent, Gwinnett County Public Schools, Georgia
Joseph Delaney, Principal, Spartanburg High School, South Carolina
Robert Fortenberry, Superintendent, Jackson Public Schools, Mississippi
Mary Ann Hogan, Member, Hernando County School Board, Florida
Martha Hunter Morrow, 1983 Mississippi Teacher of the Year, Columbia Primary School, Columbia, Mississippi
Nellie C. Weil, Member, Montgomery County School Board, Alabama

10:45 a.m. Coffee Break

11:00 a.m. State Panel

Chair:
Richard Wallace, Member, National Commission on Excellence in Education and Principal, Lutheran High School East, Cleveland Heights, Ohio

Panelists:
Tim Brett, State Representative, South Carolina
Ed Buelow, Jr., State Representative, Mississippi
W. T. Cooke, Jr., President, South Carolina PTA
John Fulmer, Member, State Board of Education, Alabama
Charles McDaniel, State Superintendent of Schools, Georgia
Douglas A. Saarel, Senior Vice President, Human Resources, The Coca Cola Company

12:15 p.m. Lunch

1:30 p.m. Higher Education Panel

Chair:
Secretary Bell

Panelists:
Joe L. Boyer, President, Mississippi Valley State University
Milly Cowles, Dean, School of Education, University of Alabama
Fred C. Davison, President, The University of Georgia
David Williams, President, Allen University, South Carolina

2:45 p.m. Question and Answer Session with Secretary Bell and Excellence Commission Members Yvonne W. Larsen and Richard Wallace

3:45 p.m. Reception

FORUM
ON IMPLEMENTING THE RECOMMENDATIONS OF THE
NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Friday, September 30, 1983
Ross N. Robinson Middle School
1517 Jessee Street
Kingsport, Tennessee

9:00 a.m. Opening Remarks and Introduction
Secretary of Education, T. H. Bell

Welcome
Ralph E. Evans, Superintendent, Kingsport City Schools

Greetings
Lamar Alexander, Governor of Tennessee

9:30 a.m. Local Panel chaired by Richard Wallace, Member, National Commission on Excellence in Education and Principal, Lutheran High School East, Ohio

Panelists:
Joyce Dotson, Teacher, Southside Elementary School, Shelbyville, Kentucky
Robert W. Peebles, Superintendent, Alexandria Public Schools, Virginia
D. Lynn Johnson, Chairman, Board of Education, Kingsport City Schools, Tennessee
Henry Marockie, Superintendent, Ohio County Public Schools, West Virginia
Edward Stephens, Principal, Lubeck Elementary School, West Virginia
Carrie Winter, Chairman, Charlotte-Mecklenburg Board of Education, North Carolina

11:00 a.m. Incentive Pay Panel chaired by Secretary Bell

Panelists:
Lamar Alexander, Governor of Tennessee
Linton Deck, Director, Advanced Study Programs in School Leadership, Vanderbilt University
Helen McCallum, Teacher, King William High School, Virginia
Toy Reid, Executive Vice President, Eastman Kodak Company, Tennessee
Jay Robinson, Superintendent, Charlotte-Mecklenburg Schools, North Carolina

12:15 p.m. Lunch

1:15 p.m. State Panel chaired by Norman C. Francis, Member, National Commission on Excellence in Education and President, Xavier University of Louisiana

Panelists:
Patti Acquisto, Member, NPTA Board, Kentucky
Toni M. Carney, Legislative Chairman, Virginia School Boards Association
Pat Freibert, State Representative, Kentucky
Prezell Robinson, Member, State Board of Education and President, St. Augustine College, North Carolina
John R. Rucker, State Senator, Tennessee
Roy Truby, State Superintendent of Schools, West Virginia

2:30 p.m. Question and Answer Session with Secretary Bell and Excellence Commission Members Norman C. Francis and Richard Wallace

3:30 p.m. Reception

FORUM
ON THE RECOMMENDATIONS
OF THE
NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Monday, October 3, 1983
Lindbergh High School
Renton, Washington

9:00 a.m. Opening Remarks and Introduction
Secretary of Education, T. H. Bell

Greetings
Congressman Rod Chandler, Eighth District, Washington

9:20 a.m. Local Panel

Chair:
Shirley Gordon, Member, National Commission on Excellence in Education

Panelists:
E. E. (Gene) Davis, Superintendent, Anchorage Public Schools
William E. Gibbons, Executive Director, HOSTS, Vancouver, Washington
Joy Linder, Teacher of the Year, Tigard, Oregon
Matt Prophet, Superintendent, Portland Public Schools
Susan Remund, Member, Boistfort School District, Washington
Judy Wayland, Principal, Renne Intermediate School, Newberg, Oregon

10:50 a.m. Question and Answer Session with Secretary Bell and Excellence Commission Members:

Anne Campbell	Shirley Gordon
Emeral A. Crosby	Jay Sommer

12:00 noon Lunch

1:00 p.m. State Panel

Chair:
Anne Campbell, Member, National Commission on Excellence in Education

Panelists:
Millard T. Battles, Jr., Member, Washington State Board of Education
Barbara Ann Block, Regional Vice President, National PTA
Frank B. Brouillet, State Superintendent of Public Instruction, Washington
Verne A. Duncan, State Superintendent of Public Instruction, Oregon
Shirley Galloway, Representative, Washington State Legislature
Nancy Ryles, Senator, Oregon State Legislature

2:15 p.m. Discussion Groups

Group A: Gary L. Jones, Under Secretary, U.S. Department of Education
Group B: Shirley Gordon, President, Highline Community College, Washington
Group C: Anne Campbell, Former Commissioner of Education, Nebraska
Group D: Emeral A. Crosby, Principal, Northern High School, Michigan
Group E: Jay Sommer, 1981 National Teacher of the Year, New York
Group F: Peter Gerber, Staff Advisor, National Commission on Excellence in Education

3:00 p.m. Reception

FORUM
ON IMPLEMENTING THE RECOMMENDATIONS OF THE
NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Friday, October 14, 1983
High School for Performing & Visual Arts
4001 Stanford
Houston, Texas

9:00 a.m. Opening Remarks and Introduction
Secretary of Education, T. H. Bell

Welcome
Billy R. Reagan, General Superintendent,
Houston Independent School District

Welcome
Blue Alexander, Board President,
Houston Independent School District

Greetings
Joe Kelly Butler, Chairman,
Texas State Board of Education

9:40 a.m. Local Panel chaired by Yvonne W. Larsen, Vice-Chair, National Commission on Excellence in Education and Past-President, San Diego City School Board, California

Panelists:
Raul Besteiro, Jr., Superintendent, Brownsville Independent School District, Texas
Elwood Freeman, Jr., President, Jonesboro School Board and Member, Arkansas State Board of Higher Education
Mary Lee Guillot, Principal, Baton Rouge High School, Louisiana
Cecilia Cox Tilmon, 1983 Arkansas Teacher of the Year and Member, Arkansas Education Association
Barbara Williams, Past-President, Bogalusa City School Board, Louisiana
Linus Wright, Superintendent, Dallas Independent School District, Texas

11:15 a.m. Higher Education Panel chaired by Secretary Bell

Panelists:
George Antonelli, Dean, Division of Teacher Education, University of Arkansas at Pine Bluff
Lauro F. Cavazos, President, Texas Tech University and Texas Tech University Health Sciences Center
Dean Corrigan, Dean, College of Education, Texas A&M University
Robert L. Lynn, President, Louisiana College
Leonard Spearman, President, Texas Southern University

12:30 p.m. Lunch

1:30 p.m. State Panel chaired by Charles A. Foster, Jr., Member, National Commission on Excellence in Education and Past-President, Foundation for Teaching Economics

Panelists:
Raymon Bynum, Commissioner of Education, Texas
Bill Hammond, State Representative, Texas
William J. Jefferson, State Senator, Louisiana
Mary Ann Leveridge, Member, Texas State Board of Education and Former National PTA President
Carolyn Pollan, State Representative, Arkansas
Sam G. Reed, President, Association of Texas Professional Educators

2:45 p.m. Question and Answer Session with Secretary Bell and Excellence Commission Members Charles A. Foster, Jr., Annette Y. Kirk, and Yvonne W. Larsen